DOCUMENT RESUME

ED 265 115 SP 026 874

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TITLE Introducing an International Dimension into the Social Studies Methods Course.
SPONS AGENCY American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE 29 May 85
NOTE 23p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872.
PUB TYPE Viewpoints (120) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Global Approach; Higher Education; *International Studies; *Methods Courses; *Preservice Teacher Education; *Social Studies; Teaching Methods

ABSTRACT

If social studies teachers are to build an international or global perspective into their teaching, they should not only be exposed to the substance of global education throughout their academic training, but should also be introduced to teaching methods and materials that are international in character. This presentation considers ways in which an international perspective might be introduced into secondary social studies methods courses. Two approaches--the infusion treatment and the discrete treatment--are described. Six recommendations are given dealing with steps that should be taken to introduce an international or global perspective to social studies teacher education. (CB)

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# INTRODUCING AN INTERNATIONAL DIMENSION INTO THE SOCIAL STUDIES METHODS COURSE

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May 29, 1985

SP026874

A working Paper for the
Guidelines for International Teacher Project of AACTE

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If social studies teachers are to build an international or global perspective into their teaching, it seems clear that they should not only be exposed to the substance of global education throughout their academic training, but that they should be introduced as well to teaching methods and materials that are international in character during their undergraduate professional program. Ideally, teachers-in-training should be sensitized at every turn to the complexities of living in an increasingly interdependent world, and they consistently should be exposed both formally and informally to internationally based learning experiences. Seldom is this ideal achieved. Rather, the international experience of the average education major tends to be as shallow as it is narrow both substantively and professionally. One place to begin to rectify this situation is in the methods courses -- those courses in which students are introduced to teaching methods, sources of instructional materials and services, and techniques of planning. The purpose of this brief paper is to consider ways in which an international perspective might be introduced into secondary social studies methods courses.

Before beginning, however, a few caveats are in order. First, while we believe that teachers-in-training, indeed all undergraduates, should be exposed to an international dimension throughout their program, some parts lend themselves more readily to this focus than do others. The social sciences and humanities among the liberal arts, and social studies in professional education are cases in point. Second, while there is some controversey about whether a focus on global

education within social studies detracts from their real purpose, we believe that there now exists sufficient agreement among educators that, conducted properly, global education is very much within the mainstream of the social studies' principal missions.Third, we do not, however, present in this paper the rationale for the special responsibility of the social studies for global education. While we believe this to be true, our task in this paper lies elsewhere. Fourth, while many may argue that a total program designed to instill a global perspective for teachers-in-training is preferable to a single-course -- a view which we strongly share -- our task in this project and in this paper is a simple, straightforward one. Our purpose is to examine one course, the social studies methods course, and to advise how it might be changed to reflect this international or global dimension. Others in this project are performing the same function for other "passages" in undergraduate career of the teacher-in-training. In many ways the totality of our efforts constitutes a "program" for introducing this global dimension.

The incorporating of a global perspective into any methods course as an initial step in strengthening the international component of teacher education makes sense for a number of reasons. (1) Methods courses are required for certification to teach in elementary and secondary schools in virtually every state. Thus, one can be assured that graduates of teacher training programs will have been exposed to global education as it applies to their specific fields. (2) Since methods courses blend academic content with instructional theory and practice, they provide a content likely to enhance both the academic

and professional relevance of the material for future teachers. (3) Experiences in methods courses, along with student teaching, tend to be highly valued by education students because they extend beyond theory, and introduce students in a practical way to the lives they will lead as teachers in the classroom. (4) Methods courses are in place. Introducing an international perspective into courses that already exist permits one to bring about change while avoiding the all too common bureaucratic bog frequently encountered when introducing new courses at a university.

Global education should not be viewed as the sole province of any one subject area. Nevertheless, due to the type of academic and profession of training they commonly receive and the nature of the subjects they teach, social studies teachers are in a key position to assume a major responsibility in bringing a global perspective to the secondary curriculum. The methods course in turn, can play a vital role in the molding of global oriented social studies teachers.

## WHAT IS -- THE CURRENT STATE OF SECONDARY SOCIAL STUDIES METHODS COURSES.

Describing the typical social studies course is a slippery task. Not surprisingly, methods courses reflect the accumulated unique professional and personal experiences of the instructor teaching the course. If, for example, the instructor grew up in a large city, attended an urban university, and taught in an inner city high school, his perception of the methods course predictably will differ from that of an instructor from a sharply contrasting background. By the same token methods instructors who have developed international interests through study abroad, foreign travel and similar experiences will

likely be more inclined to internationalize their courses than persons who have limited international exposure.

In spite of the highly individualized nature of social studies methods courses, however, common components of the courses do tend to exist. For example, virtually all methods courses deal with planning in some fashion. The way in which the topic is handled depends upon the instructor's perception of the nature of learning, the role of the teacher, the appropriate use of content, lesson planning, unit planning, and the like.

A sense for the scope of the secondary social studies methods course is provided by the following excerpt from "Standards for the Preparation of Social Studies Teachers," adopted in 1983 by the National Council for the Social Studies:

Methods of Social Studies Instruction

> The skills used in teaching social studies involve planning, teaching, methodology, and evaluation. Instruction in and application of these skills should be provided for all pre-service teachers and be up-dated through professional development programs.
>
> Planning implies abilities to select and articulate goals, objectives, and preassessment strategies. Proficiency in evaluation must be gained in using the goals and objectives as standards for comprehensive evaluation schemes to diagnose, and to evaluate formatively and summatively. The teacher also selects, adopts, and adapts curriculum materials and media. The ability to do these things depends on knowledge of a range of materials, and on understanding and applying criteria to judge the suitability of materials and media for specific instructional purposes.
>
> A variety of teaching methods must be learned and practiced so that the teacher will be able to adapt to changing situations and different instructional tasks. Just

> as important, instruction and practice in teaching methodology must include models for facilitating students inquiring, decision making, valuing, and social participation. The teacher must understand and be able to apply the models in a variety of teaching contexts. Finally, the social studies teacher also instructs in reading, writing, listening, and speaking skills. Special preparation in the methods of teaching those skills, and integrating them into the social studies curriculum, should be part of the pre-professional education sequence and further refined by professional development programs.(1)

A 1979 survey of social studies methods courses instructors at Ohio colleges and universities revealed that the ten topics most commonly dealt with in social studies methods courses were:

(1) Lesson Plans and Planning

(2) Unit Plans and Planning

(3) Approaches to Instruction

(4) Selection of Materials for Instruction

(5) Writing of Objectives

(6) Use of Audio-Visual/Media

(7) Values and Value Clarification

(8) Testing and Evaluation

(9) Games/Simulations/Role Play

(10) Classroom Organization(2)

A host of other topics and activities are dealt with less frequently, but nevertheless are important components of many methods courses. Examples include the nature of the social studies, inquiry, questioning, academic freedom, controversial issues, reading in the social studies, case studies, community studies, student projects, peer teaching, micro teaching, and field experiences.

No mention was made in the Ohio survey regarding global or international education. Topics appearing on the surface to have an

international flavor were environmental education, ethnic education, cross-cultural study, and futuristics. However, even these topics did not necessarily contain international content. In that the survey cited was conducted in 1979, before the current emphasis on global education was widely felt, it is possible that a similar study today would reveal that social studies methods courses have been internationalized. Except for scattered exceptions, however, this seems unlikely. The reluctance of methods instructors to internationalize their courses could be related to the way in which they commonly perceive their professional role. Methods instructors tend to be drawn between the practical and the idealistic. They face the challenge of preparing undergraduate students, whose previous academic and professional training has had little international flavor, to teach in schools where global education remains a hazy if not totally alien idea. The purpose of the methods course, as commonly perceived, is to prepare teachers for a world of schools that currently exists, while at the same time opening students' minds to new possibilities and encouraging them to become agents of change. The immediate task of preparing students for student teaching, usually in schools locked into a non-global curriculum, tends to be given priority over less traditional interests such as global education.

In addition, it likely has simply not occurred to many methods instructors that their courses could or should be given an international focus. They are, after all, products of undergraduate and graduate training in education that all too rarely provides opportunities for or encourages international experience.

Another reason for the limited international focus of social studies methods courses might well be the nature of methods textbooks and a lack of published, instructional materials designed to aid the infusion of a global perspective into the study of methods. Social studies methods textbooks reflect the authors' perceptions of the professional needs of the teacher-in-training. Passing attention commonly is given to the nature of the social studies, the role of content, and thinking skills, but most textbooks -- and methods courses for that matter -- typically concentrate on specific teaching techniques. Social studies methods books seldom deal significantly with international themes or techniques for carrying out global education. There are exceptions, of course. For example, The Handbook on the Teaching of Social Studies, published by UNESCO in 1981, contains suggestions and sample social studies lessons contributed by specialists from nearly thirty different nations. Anderson's Current Trends in Secondary Social Studies includes a good chapter on "Teaching International Themes." Moffatt's Social Studies Instruction has a chapter on "The Process of Culture," Banks' Multiethnic Education -- Theory & Practice includes a chapter entitled "Linking Multiethnic and Global Education," and Beyers' Teaching Thinking in Social Studies draws on a variety of international examples when discussing inquiry. Even in these books, however, with the exception of the UNESCO publication, the international themes tend to stand alone and appear to be somewhat exotic "add ons" rather than lying at the heart of the textbooks.

As secondary schools begin to build global education into their curricula, buttressed by position papers such as those published by the

National Council for the Social Studies and the American Association of Colleges for Teacher Education, methods instructors and the publishers of methods textbooks predictably will pay greater heed to international themes. In the meantime, however, if global education is to gain widespread acceptance in the near future, persons who teach social studies methods courses cannot simply stand idly by, waiting for the secondary curriculum to change. Rather, they must begin to place greater emphasis on methods and materials for internationalizing the social studies while working to create laboratory settings in local schools where student teachers can experiment with globally oriented teaching strategies without fear of censure.

WHAT OUGHT TO BE

If teachers-in-training are expected one day to approach instruction in the social studies from a global point of view, they must be provided with models of this type of education. It is not enough for methods instructors merely to talk about what globally oriented teaching could be. Rather, it behooves them to demonstrate what it is. Secondary teachers will be much more inclined toward a commitment to global education if they become consumers of global education during their undergraduate training. The methods course provides almost limitless opportunities to provide future teachers with the modeling they need.

A prerequisite for bringing an international perspective to a social studies methods course, or to any course for that matter, is an instructor who is convinced of the importance of global education. Methods instructors are faced with a unique and demanding challenge.

They should not only introduce their students to teaching strategies and materials, but they should do it in such a way so as to demonstrate the educational philosophy they espouse. They themselves should keep abreast of international matters and should be sensitive to the challenges and promises that are a part of living in a complex and interdependent world. As much as possible, they should serve as living examples of the globally concerned teacher they are attempting to produce.

Two basic approaches for introducing an international dimension to the methods course are the infusion strategy and a discrete treatment. When following the infusion strategy, the instructor incorporates a global approach at every appropriate opportunity when planning and carrying out the methods course. A discrete treatment calls for the instructor at some point in the course to focus directly on global education as a specific topic of study. Although half a loaf is better than none, we recommend that both approaches be used concurrently in the structuring of any social studies methods course. Let us consider these two strategies in more detail.

## The Infusion Approach

As mentioned above, when infusing a global perspective throughout the methods course, the instructor, when appropriate, deals with each topic covered from a global point of view. Doing so not only demonstrates to the students the means by which they can in turn internationalize their own teaching, but it also emphasizes the pervasiveness of our global connections.

Consider, for example, the way in which a methods instructor might approach the topic of planning. Planning for teaching involves much more than simply stringing together a series of activities. Rather, student needs must be assessed, goals and objectives identified, content selected, and appropriate activities carefully planned. A basic goal of social studies methods instructors is to assure that their students attain the skills and understandings necessary to carry out these tasks in their own teaching in the future. Instructors who wish to give their course an international orientation will view the study of planning as an opportunity to demonstrate the linkages among the social studies, planning, and global education. For example, if we expect teachers-in-training, when they become classroom teachers, to assess the needs of their students, methods instructors should carry out a needs assessment in their own courses. If the course is to be globally oriented, that should be reflected in the exercise. Early in the methods course, for example, an analysis should be made, not only of the students' needs in terms of methods per se, but also of their awareness of global issues and their understanding of global education. Students should not only be the subjects of the analysis, but they should consider with the instructor the implications of the findings. Finally, the students should consider the ways in which they might use similar assessment techniques in their own teaching, and if at all possible should be given the opportunity to test their ideas in the field. Approached in this fashion, a global focus becomes a natural and logical part of the methods course.

In learning the techniques of planning, students commonly develop teaching units of several weeks in duration as well as shorter range

lesson plans. Goals and objectives are identified with hypothetical students in mind, target concepts and supporting content are selected, and activities are chosen from a potpourri of possibilities. Since the primary focus of the exercise is on the process of planning, all too frequently little attention is paid to the nature of social studies content drawn on by the students. In fact, most students, unless urged to do otherwise, tend in this situation to write units and lesson plans dealing narrowly with United States history or domestic themes in political science, economics or geography, with little or no attention given to the international dimensions of the content. This is not surprising, considering that the bulk of their academic training predictably was in those fields and was likely heavily flavored with an American bias. However, for methods instructors who wish to bring a global flavor to their courses, a golden opportunity exists for demonstrating the linkage of planning, the social studies, and global education. Rather than leaving the choice of content with which the students will work to chance, why not deliberately build the assignment around global issues or themes? For example, students could be asked to develop units focusing on international human rights, global interdependence, or barriers to cross-cultural understanding. Or students could develop a variety of globally oriented lessons to be integrated into standard social studies courses. Doing so would not detract from the students' study of the process of planning. Rather, it would enrich and broaden their perception of planning and would help the students to break out of an all-too-frequent ethnocentric mindset toward social studies content.

In similar fashion, other topics commonly dealt with in the methods course can be given a global focus. For example:

- The nature of the social studies -- Analyze the goals of social studies instruction as the subject is taught in other countries. Compare and contrast the underlying values involved and the role the social studies plays in citizenship education.

- Teaching about values -- For purposes of demonstration and analysis, draw on value conflicts that transcend national boundaries. Questions related to international terrorism, multinational corporations, population control, and human rights are good examples.

- Simulations and games -- When demonstrating social studies simulations, use a cross-cultural exercise such as BaFa' or an internationally based game such as Grand Strategy.

- Case studies -- Ask students to construct cases focusing on such global concerns as hunger, energy, arms control, or environmental pollution..

- Analysis of the mass media -- Expand the study of the media to include the world press, radio and television as well as domestic examples.

- Evaluating textbooks -- Evaluate typical social studies textbooks for their global content. Devise strategies for adding a global dimension to the typical textbook.

- Testing and evaluation -- When demonstrating test construction, have students write sample items designed to measure international awareness.

- Sources of instructional materials and services -- have students survey the local community to identify local international linkages and local resource persons with international experience. Invite international students on campus to class to discuss their experiences.

And so it goes. The point is that the entire social studies methods course can be infused with a global focus. This does not mean that global themes should be forced ad nauseum or that topics not international in character are considered out-of-bounds in the course. Rather, when the study of methods can be enriched through the addition

of a global focus it should be done. When that is the case, the international theme will become a natural and enlightening dimension of the methods course.

Discrete Treatment

The second strategy for adding an international dimension to the study of methods is a discrete treatment in which the topic of global education is addressed directly. In this case, a specific unit focusing on global education, perhaps five hours in duration, is built into the methods course. Five basic questions appear worthy of discussion in such a unit. First, what is meant by an international dimension? Second, why is this concept important and how has it evolved? Third, what social studies content lies at the heart of an international dimension? Fourth, what are the basic strategies for introducing the concept into the standard social studies curriculum? And, fifth, what instructional materials are available for carrying out the task?

Let us briefly consider each of these questions. The first and most fundamental question deals with the nature of the phrase, "an international dimension." It is important that methods instructors convey to their students the multidimensionality of the term. Four rather distinct approaches based upon different interpretations of the term "an international dimension" characterize the field, and the social studies teacher-in-training should be aware of each. They include <u>global education</u>, the most often used approach, as well as <u>global issues education</u>, <u>national and international security education</u>, and <u>cross-cultural education</u>. We should recognize that there is an ambiguity and even some fundamental disagreement about the meaning and

the viability of each approach. The responsibility of the methods instructor is to define these four approaches, analyze their assumptions, and consider implications for instruction in the social studies.

Global education is a broad, all-encompassing term, but in essence it can be viewed as those educational efforts designed to cultivate in young people a global perspective and to develop in them the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence. A global perspective is the ability to understand the global context in which we all function and the capacity to make better judgments as a consequence.

Global issues education is more narrowly focused, concentrating on a set of problems that are international in character. That is, the emphasis is on matters such as world population, hunger, energy, environment, and development. In short, this approach emphasizes those problems that clearly transcend national or regional boundaries to affect virtually all corners of the globe. The focus is on policy questions, as students seek to find ways in which problems can be addressed, often by some direct action on their own part. A call to action is not a necessary condition of a global issues approach but is often found in curricula that stress such problems.

Security education -- whether approached from a national or international viewpoint -- has tended to focus on one problem, the presence of large numbers of weapons of mass destruction and the seeming failure of nations to do anything about their existence. More recently, educators have expanded the substantive terrain to include a

variety of topics which constitute a broader conceptual foundation for teachers and students. These additional topics include, for example, the dilemma between national and international security, the premises for security, conflict in the modern era, strategy in the nuclear age, and ethical questions relating to the development and use of weapons. Educators emphasizing this approach, particularly those who focus on the national aspects of security, tend to give prominence to the nation-state, as contrasted with those in the other three categories who diminish the importance of the nation-state.

Cross-cultural education focuses on the development of a deeper knowledge of other cultures in order to understand those cultures as well as to appreciate one's own. Emphasis on the uniqueness of cultures, and the reasons and implications of that uniqueness, represent important elements of cross-cultural education.

The second goal of the discrete treatment is the presentation of the rationale for introducing an international dimension into social studies and the justification for adopting any of the four approaches just defined. The history of the global education "movement," and of these four approaches, particularly as related to social studies, should be presented.

Thirdly, the teacher-in-training should become familiar with the international parameters of history and the social science disciplines. In the methods course the instructor should describe and demonstrate the organization and use of content. However, the major responsibility for teaching content as such lies outside the methods course and, indeed, outside the College or Department of Education. Rather, the acquisition of social studies content takes place primarily in the the

arts and sciences component of the student's undergraduate program. The methods instructor should, however, work with colleagues in the arts and sciences to provide appropriate direction to teachers-in-training regarding course selection in these disciplines. The students' training in history and the social sciences should enhance their understanding of the key elements of global and national interdependence and the global dynamics at work both today and in bygone eras. At the very least, a knowledge of the world geography is desirable. Knowledge of other cultures, particularly those not in the Western tradition, is also important. Courses meant to stand independently on their own are more appropriate for education majors than those serving as stepping stones for students majoring in the arts and sciences.

A fourth focus of the discrete unit on global education is the emphasis on strategies for instruction. Three basic approaches should be discussed: the creation of separate courses in a social studies curriculum, the inclusion of separate units in standard secondary social studies courses, and the infusion of an international dimension throughout existing courses. With respect to the separate course strategy, sample course outlines should be analyzed by the students. Limited time should be spent on this strategy because few secondary schools have social studies electives of a global nature. The second strategy, separate units in a standard course, is a more realistic option. The teacher-in-training should be exposed to each of the four approaches to creating an international dimension. Typical examples drawn from the four approaches include units on global hunger, the nuclear arms race, ethnocentrism, or global interdependence. The place

of such units in the total social studies curriculum should also be considered.

In the third strategy of instruction, the methods instructor focuses on infusing global dimensions into the existing high school social studies courses. The instructor should demonstrate how the teacher works with the objectives of a standard course but uses lessons or examples of a global nature to meet these objectives. Sample lessons should be demonstrated so that the teacher-in-training develops an understanding of how global dimensions are infused into the standard curriculum. Curriculum guides based upon infusion strategies should be part of the student's assigned reading for the course.

Finally, in the discrete treatment the students should examine existing materials in global education. These include materials about the history of and rationale for the global education, materials which provide background in international content, and instructional materials for classroom use. For example, in the national and international security approach, the methods instructor should provide both descriptive and evaluation information about materials and curricula developed by such contributors as Educators for Social Responsibility, National Security in the Nuclear Age Program, Union of Concerned Scientists, the Jobs with Peace Education Taskforce, Greenhaven Press's Opposing Viewpoints Series, Ground Zero, and the Foreign Policy Association.

HOW IS IT TO BE DONE?

The two strategies described above -- the infusion and discrete treatment -- when used in tandem, represent a comprehensive approach to

internationalizing the social studies methods course. In order to affect these desired changes in social studies methods instruction nationwide, we recommend that the following steps be undertaken.

RECOMMENDATION ONE:

SOCIAL STUDIES METHODS INSTRUCTORS SHOULD BE PROVIDED INCREASED INTERNATIONAL OPPORTUNITIES.

This could be accomplished by formal study at home or abroad, international travel, or serving as exchange scholars/lecturers. Home universities and colleges should help to facilitate such activities and, where possible, should provide financial support. Professional associations such as AACTE should establish information banks listing such opportunities and funding sources.

RECOMMENDATION TWO:

THERE SHOULD BE DEVELOPED FOR SOCIAL STUDIES METHODS INSTRUCTORS PLANS OF INSTRUCTION AND SUPPORTING MATERIALS

There should be two sets of plans and materials, one for infusing global dimensions throughout the methods course and the other for the discrete treatment. Funds are needed for a comprehensive program to develop such plans and materials.

RECOMMENDATION THREE:

WORKSHOPS FOR SOCIAL STUDIES METHODS INSTRUCTORS SHOULD BE PROVIDED THROUGHOUT THE COUNTRY

Three-to-five day workshops, conducted at various locations throughout the country, would afford an opportunity for methods instructors to learn first-hand how to internationalize the methods course. Major funding for these workshops, including stipends for the participants, should be sought with the aid of the appropriate professional associations.

RECOMMENDATION FOUR:

MATERIALS SHOULD BE DISSEMINATED TO SOCIAL STUDIES EDUCATORS NATIONWIDE

Those educators unable to attend the workshop should, nonetheless, receive materials and should be encouraged to use such materials in their courses.

RECOMMENDATION FIVE:

A KNOWLEDGE BASE ABOUT METHODS INSTRUCTORS AND INSTRUCTION SHOULD BE GENERATED

All social studies methods instructors should be identified so that they may become members of the network. Their collective experiences

in teaching the methods course should provide a basis for future program directions in internationalizing the teaching of social studies methods.

RECOMMENDATION SIX:

A NETWORK OF SOCIAL STUDIES METHODS INSTRUCTORS SHOULD BE CREATED

This network would facilitate the exchange of information and materials among methods instructors on an on-going basis.

Footnotes

[1] "Standards for the Preparation of Social Studies Teachers," Social Education, May 1984, p. 359.

[2] Michael J. Fuller et al, "Survey of Social Studies Methods Courses in Ohio Colleges and Universities," Preparation of Social Studies Teachers: Occasional Paper No. 1 (Athens: The Ohio Council for the Social Studies, 1979), p. 23.